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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 11 titles deal with the following topics: (1) the effect of selected short stories on reading achievement, attitude, habits, and interests of college students enrolled in compensatory reading classes; (2) journal-published research on college reading skills; (3) college level reading programs in Texas; (4) educing concepts from text; (5) reading-study systems and study management training; (6) recitation strategies for learning from text; (7) reading interests and activities of older adults; (8) reading laboratory credit; (9) theoretically based instructional methods and their impact on adult reading comprehension; (10) the effect of subvocalization on silent reading comprehension; and (11) the effect of syntactic structures on visual processing and recall. (HOD)

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Reading and Study Skills and Instruction: College and Adult

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This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts of dissertations on related topics, which thus become accessible in searches of the ERIC data base. Ordering information for the dissertations themselves is included at the end of the bibliography.

Abstracts of the following dissertations are included in this collection:

Anderson, Carolyn Jane Handy
THE EFFECT OF SELECTED SHORT STORIES ON READING ACHIEVEMENT, ATTITUDE, HABITS, AND INTERESTS OF COLLEGE STUDENTS ENROLLED IN COMPENSATORY READING CLASSES

Bailey, Joel Luther, III
AN EVALUATION OF JOURNAL PUBLISHED RESEARCH ON COLLEGE READING/STUDY SKILLS, 1925-1980

Betenbough, T. J.
A DESCRIPTION OF COLLEGE-LEVEL READING PROGRAMS IN TEXAS

Bookey, Anita Helen
EDUCING CONCEPTS FROM TEXT

Foreman, Stuart
READING-STUDY SYSTEM AND STUDY MANAGEMENT TRAINING IN COLLEGE ACADEMIC SKILLS INSTRUCTION

Griffith, Myra Lynn
RECITATION: A STRATEGY FOR LEARNING FROM TEXT

Grubb, Elizabeth Ann
READING INTERESTS AND ACTIVITY OF OLDER ADULTS AND THEIR SENSE OF LIFE SATISFACTION

Jarrett, Joyce Mitchell
THE IMPACT OF READING LABORATORY CREDIT ON STUDENTS' ACADEMIC PERFORMANCE AT FISK UNIVERSITY

Knoblock, Linda Phillips
THE IMPACT OF THEORETICALLY BASED INSTRUCTIONAL METHODS ON ADULT READING COMPREHENSION

Perkins, Fredda Susan
EFFECT OF SUBVOCALIZATION ON SILENT READING COMPREHENSION OF COLLEGE STUDENTS IN A DEVELOPMENTAL READING CLASS

Thompson, David Robert
THE EFFECT OF SYNTACTIC STRUCTURES ON VISUAL PROCESSING AND RECALL FOR COMPETENT ADULT READERS

THE EFFECT OF SELECTED SHORT STORIES ON READING ACHIEVEMENT, ATTITUDE, HABITS, AND INTERESTS OF COLLEGE STUDENTS ENROLLED IN COMPENSATORY READING CLASSES

Order No. DA8226836

ANDERSON, CAROLYN JANE HANDY, PH.D. *University of Southern Mississippi*, 1982. 265pp.

Purpose of the Study. The purpose of the study was to determine the effects of the inclusion of short stories in the curriculum on reading achievement, attitude, habits, and interests of college students enrolled in compensatory reading classes.

Hypotheses. H_1 posited that there would be a significant difference in reading achievement as measured by the NDRT between control and experimental groups when short stories were included in the curriculum for the experimental group only. H_2 posited that there would be a significant difference in attitude toward reading as measured by the ATRS between control and experimental groups when short stories were included in the curriculum for the experimental group only. H_3 posited that there would be a significant difference in reading habits as measured by the RHS between control and experimental groups when short stories were included in the curriculum for the experimental group only. H_4 posited that there would be a significant difference in reading interests as measured by the RGII between control and experimental groups when short stories were included in the curriculum for the experimental group only.

Results. Although an analysis of scores of three subtests (NDRT) of H_1 and two subtests (RHS) of H_3 showed significance, it was concluded that H_1 and H_3 could not be accepted. The analysis of variance did not yield a significance when testing H_2 and H_4. Therefore, within the prescribed limitations of the study, it may be concluded that of the four hypotheses tested, none was significant at the .05 level.

AN EVALUATION OF JOURNAL PUBLISHED RESEARCH ON COLLEGE READING/STUDY SKILLS, 1925-1980

Order No. DA8215369

BAILEY, JOEL LUTHER, III, ED.D. *The University of Tennessee*, 1982. 207pp. Major Professor: J. Estill Alexander

A list of all reports of experimental research on college reading/study skills which have been published in American professional journals during the years from 1925-1980 was compiled. A total of 170 research reports were found in 31 journals.

Each study was categorized by reading/study skills topic. Of the total, 12 were placed in the category reading rate-flexibility; 3 in reading machines; 31 in teaching methods; 14 in test taking; 18 in note taking; 26 in textbook study methods; 10 in the categories of listening, materials and vocabulary; 4 in physical factors; 16 in comprehension; and 32 studies were categorized as utilizing more than one topic.

Marilyn Suydam's "An Instrument for Evaluating Experimental Education Research Reports" was tested for the reliability of raters using the instrument.[1] There was a higher interrater reliability and there was no significant difference between the writer and the combined ratings of four professors who served as raters.

The major finding(s) or conclusions which appeared consistent with the data were included with the analysis of each report. Also, information, when available, was included in the analysis of each report concerning design paradigm, statistical procedures and size, type of test(s) used, grade level, and duration.

Based on the findings of this study, it appears that (1) Familiarizing a student with subject material can tend to produce greater comprehension and retention; (2) The length of a passage may not be a critical factor when an instructor intends immediate recall; (3) Students who take notes while a speaker is lecturing tend to produce less accurate notes than students who make notes after a lecture; (4) Students who attend a reading/study skills class can benefit from the instruction; (5) Reading machines used in conjunction with other materials may have a place in a college reading program; (6) Students usually vary their note-taking procedures in light of the type of test anticipated.

A DESCRIPTION OF COLLEGE-LEVEL READING PROGRAMS IN TEXAS

Order No. DA8225382

BETENBOUGH, T. J., PH.D. *East Texas State University*, 1982. 172pp. Adviser: J. B. Wilson

Purpose of the Study. The purpose of this study was to describe reading programs in Texas' two-year colleges and four-year colleges/universities. Data pertinent to available reading services for students and to qualifications of college reading personnel were analyzed to describe college-level reading programs.

Procedure. Data were collected using a validated survey instrument constructed for this study. The questionnaire was divided into sections addressing four areas: program/personnel information, availability of reading courses, characteristics of reading centers, and other. Seventy percent of the questionnaires were returned; this return rate was determined to provide a sufficient data base for the study. Analyses were confined to tallying and computing percentages and were reported in written, tabular, and graphic form.

Findings. The results of the study were presented in two sections: (1) reading services and (2) reading personnel. Reading services both at two-year and four-year institutions were found to include reading courses, reading centers, and other specialized reading services undefined by respondents; however, only 13 percent of the students in the two-year colleges used available reading services, and only 4 percent of the students in the four-year colleges/universities utilized reading services on their campuses. Analysis of the qualifications of college reading personnel revealed: a larger percentage of reading personnel in four-year colleges/universities had obtained doctoral degrees than had reading personnel in two-year colleges; both two-year and four-year institutions were found similarly to employ reading personnel with experience in college reading programs ranging from less than one to more than ten years; and the two-year institutions were found to employ more reading personnel with full-time responsibility in their reading programs than did four-year institutions.

Conclusions. A major conclusion of this study was that students in two-year colleges are offered and utilize more reading services than students in four-year colleges/universities. Secondly, although reading personnel in two-year and four-year institutions share equivalent years of experience in college reading programs, more personnel in two-year colleges bear full-time responsibility for their reading programs than do their more highly academically trained counterparts in four-year colleges/universities.

EDUCING CONCEPTS FROM TEXT

Order No. DA8215717

BOOKEY, ANITA HELEN, ED.D. *Columbia University Teachers College*, 1982. 120pp. Sponsor: Professor Walter MacGinitie

The problem considered in this study was the influence of the form of text information on the ability of college students who are poor readers with normal intelligence to educe concepts from written information. In addition to the type of attribute statements, that is, relevant information only, repetition of relevant information, and inclusion of irrelevant information, directions to visualize attributes and the ordering of attribute statements (from general to specific or specific to general) were studied. The influence of these factors was interpreted by their relative effect on good readers.

The subjects were 72 randomly selected good readers and 72 randomly selected poor readers in their freshman year at an urban four year college. Each subject had to write a definition for six different concrete nonsense concepts based upon the information given. After the concept definition task, each subject was given a structured fill-in task to verify the subject's understanding of the six concepts. Data were collected in one untimed session.

The findings support the hypotheses that good readers educe more concepts than poor readers and that the form of presentation affects readers differentially. Repetition of attributes is particularly effective in helping poor readers educe concepts. In addition, compared to the concept definition task, poor readers improved greatly on the structured fill-in task. Repetition of attributes and structuring responses may have a great impact on educing concepts from text for the poor reader.

READING-STUDY SYSTEM AND STUDY MANAGEMENT TRAINING IN COLLEGE ACADEMIC SKILLS INSTRUCTION

Order No. DA8218158

FOREMAN, STUART, PH.D. *University of Pittsburgh*, 1982. 185pp.

This study was designed to compare the effects on college students' reading achievement, vocabulary development, study habits, and study attitudes of (1) reading-study system practice supported by study management training, (2) reading-study system practice without study management training, and (3) conventional college reading-study practice without study management training when these procedures were introduced in remedial English skills classes.

Experimental conditions were randomly assigned to three intact classes in basic writing (N = 74), taught by the experimenter at a state college in Pennsylvania during one semester of the 1981-82 academic year. Tests used included the Brown-Holtzman *Survey of Study Habits and Attitudes*, the *McGraw-Hill Reading Test*, and the vocabulary section of the *Nelson-Denny Reading Test*.

Study management training included weekly Journal preparation of a time schedule, study time graph, assignments log, study time log, and notes on self-talk about study. Reading skills training involved preparation of twenty-four reports based on assigned readings, using either a modified SQ3R technique (reading-study system practice) or the students' own reading method to identify and report main ideas and key details (conventional college reading-study practice).

A one-way analysis of covariance was used to determine posttest mean score differences, adjusted for pre-treatment scores. Findings for all four dependent variables were not statistically significant. Conclusions were that use of this reading-study system was not more effective than conventional procedures and that study management training (as implemented in this study) was not comparatively more effective in accelerating growth among remedial English groups.

RECITATION: A STRATEGY FOR LEARNING FROM TEXT

Order No. DA8213192

GRIFFITH, MYRA LYNN, PH.D. *University of Pittsburgh*, 1981. 109pp.

The purpose of this study was to determine the effectiveness of Recitation as a study strategy compared to student-elected methods of study using college level text materials. Since the research literature makes little distinction between the worth of one type of Recitation over the other, Oral and Written Recitation were compared descriptively in order to determine if one type appeared superior to the other.

Three classes of students from a small, private, four-year business college participated in the study. The groups were found to be comparable in sex distribution, class year distribution, mean quality point averages, and mean standard reading scores. The groups differed in one area--the Control group was one year younger than the other groups.

Based on the results of a two-way repeated measures analysis of variance, no significant difference was found in the performances among the groups and no significant interaction was found between groups and time. There was, as might be expected with a delayed test, a significant difference between immediate and delayed test scores. An instrument was developed to compare the actual oral and written responses. Although the analysis of content and process revealed several distinct differences between the two groups, generally, the responses were similar.

Although this research did not yield any significant differences among the three study groups, the descriptive analyses of the oral and written responses suggest that continued efforts should be made to understand how Recitation assists a student in comprehending and remembering text prose.

READING INTERESTS AND ACTIVITY OF OLDER ADULTS AND THEIR SENSE OF LIFE SATISFACTION

Order No. DA8217629

GRUBB, ELIZABETH ANN, PH.D. *North Texas State University*, 1982. 314pp.

This study addresses the problem of reading among older adults and the relation of such reading to their sense of life satisfaction. The study also considers the relation between reading interests and activity of older adults and the availability to them of library materials and services.

Data concerning these relationships were collected in two surveys conducted in three central counties (Dallas County, Denton County, and Tarrant County) of the Dallas-Fort Worth Standard Metropolitan Statistical Area. In order to determine the reading interests and activity of older adults, the first survey was conducted by telephone interviews with a sample of 304 adults sixty-five years of age and older and, for comparison purposes, with a sample of 200 adults twenty-five to sixty-four years of age. To collect data on library materials and services provided for older adults, the second survey was conducted by mailing a questionnaire to all public libraries in the same three counties.

The findings of this study indicate that the reading interests and activity of older adults do differ from younger adults, that the amount of time spent in reading by older adults is related to education, annual family income, ethnicity, and sex of the reader, that the principal reasons given by older adults for not reading are failing vision and poor health, and that the principal types of materials read by older adults are newspapers and religious materials. The findings also indicate that positive life satisfaction scores of older adults are related to education, type of occupation, annual family income, amount of time spent in reading, and variety in reading interests and that reading interests and activity of older adults are related to the availability of library materials and services.

The study concludes with implications for public librarians and with recommendations for further research.

THE IMPACT OF READING LABORATORY CREDIT ON STUDENTS' ACADEMIC PERFORMANCE AT FISK UNIVERSITY

Order No. DA8227104

JARRETT, JOYCE MITCHELL, ED.D. *George Peabody College for Teachers of Vanderbilt University*, 1982. 77pp. Major Professor: Dale Alam

Previous research supports the need for reading laboratories in the college curriculum. However, little has been done to evaluate whether credited laboratories are more effective than noncredited lab courses. The purpose of the study was to evaluate the impact of credit on reading laboratory students, as it affects their reading gains and overall academic performance.

This study compared four groups of freshman students over a four-semester period. The comparison groups included: a group enrolled in a credited reading course in fall 1979; a group of non-laboratory students from that same semester; a group enrolled in a noncredited reading course in fall 1980; and a group of non-laboratory students from the fall 1980 semester.

Five research questions were addressed with the following results: (1) Is there a significant difference in reading gains made by students in credited lab courses as opposed to those in noncredited lab courses? Students receiving credit for their coursework make more significant reading gains than do students enrolled in the noncredited course. (2) Is there a significant difference in the overall academic performance of credited and noncredited lab students? While a differential effect is found, it does not attain significance. (3) In what semester do credited laboratory students show the most overall improvement? Credited lab students demonstrate the most improvement in the semester immediately following lab instruction. In

fact, they earn a higher mean GPA in semesters one and two than the noncredited lab group. (4) Do laboratory participants demonstrate as much overall academic improvement as their non-laboratory counterparts? Non-laboratory students perform better overall than the lab participants. (5) Is the academic-difficulty rate of all lab students greater than non-laboratory students? The laboratory group experienced more difficulty.

In summary, this study indicates that more progress is made within the lab course itself when students receive credit for their efforts. Though, during the first year, credited lab students earn higher grade point averages than noncredited lab students, that advantage diminishes the second year of study.

THE IMPACT OF THEORETICALLY BASED INSTRUCTIONAL METHODS ON ADULT READING COMPREHENSION

Order No. DA8216444

KNOBLOCK, LINDA PHILLIPS, PH.D. *Arizona State University*, 1982. 103pp.

Since comprehension is the goal of many reading programs for adults, this experimental study was conducted to determine the impact of contrasting theoretically based instructional methods on multiple measures of reading comprehension. Subjects for the study were adults in an employment-oriented training program. The two methods used were the *Specific Skill Series*, published by Barnell Loft, Ltd., as representative of the skills hierarchy theory of the teaching of reading, and ReQuest, a reciprocal questioning strategy designed to teach semantic anticipation and comprehension, as representative of the psycholinguistic theory. Power Phonics, a strategy for identifying words in the speaking vocabulary but not known in reading, was employed in the control group so that there would be meaningful learning, but learning which would not knowingly contribute to comprehension. Treatment sessions for the randomly selected subjects lasted for six weeks, at which time four measures of reading comprehension were administered. These were the *Nelson-Denny* and the *Gates-MacGinitie* standardized reading tests and two cloze tests developed by the researcher. Analysis of the data indicated that the skills method produced significantly higher scores on the *Nelson-Denny* and on one cloze test than either the ReQuest method or the control group, whereas there were no significant differences between the ReQuest method and the control group.

It was concluded that different theoretical orientations when operationalized by specific instructional methods do affect performance on measures of reading comprehension when measured as exit competencies. This conclusion has implications for adult reading programs in that specific research is needed prior to the development and implementation of reading programs which considers the goals and characteristics of the population which is served.

EFFECT OF SUBVOCALIZATION ON SILENT READING COMPREHENSION OF COLLEGE STUDENTS IN A DEVELOPMENTAL READING CLASS

Order No. DA8217646

PERKINS, FREDDA SUSAN, PH.D. *North Texas State University*, 1982. 69pp.

This study tested the effects of altering subvocalization patterns during silent reading on reading comprehension of college students from developmental reading classes. Electromyographic feedback modified subvocalization in a high subvocalizing group and a low subvocalizing group.

It was hypothesized that at close of training, high subvocalizers would significantly lower their subvocalization below that of their control. It would also be below that of the low subvocalizing experimental group. It was hypothesized that the low subvocalizing experimental group would raise significantly their subvocalization above that of their control group. Reading comprehension hypotheses stated that comprehension scores of high subvocalizers would drop after treatment and low subvocalizers' comprehension would rise.

Fifteen high subvocalizing experimental subjects with 15 control subjects and 15 low subvocalizing experimental subjects with 15 control subjects comprised the study. Students were screened for subvocalization. Those who scored above or below predetermined criteria were included in the study. Subjects were then randomly assigned to groups. Subjects were pretested for reading comprehension using the Nelson-Denny Reading Test.

High subvocalizers in the experimental group were exposed to a 30-minute biofeedback session to suppress subvocalization while silently reading. It provided them with auditory feedback when they subvocalized. Electromyographic data were collected on control subjects, but no feedback given. The low subvocalizing experimental group received training in subvocalization through a shaping procedure then were exposed to EMG biofeedback designed to increase subvocalizing activity. Biofeedback data were collected on the low subvocalizing control group, but they were not exposed to auditory feedback. All subjects were posttested for reading comprehension after the experimental treatment then post-posttested one month later.

Analysis of covariance and a .05 level of significance were used to test the hypotheses. Subvocalization was significantly suppressed in high subvocalizers over either the control or low subvocalizers. The low subvocalizers did not significantly raise their subvocalization. Reading hypotheses were not confirmed.

THE EFFECT OF SYNTACTIC STRUCTURES ON VISUAL PROCESSING AND RECALL FOR COMPETENT ADULT READERS

Order No. DA8212464

THOMPSON, DAVID ROBERT, PH.D. *Michigan State University*, 1981. 96pp.

Purpose of the Study. The purpose of the study was to obtain and analyze data concerning the visual processing and recall of syntactic structures in connected discourse by competent adult readers. The study focused on the processing of the sentence succeeding a left- and right-embedded structure in cohesive paragraphs and the ability of the reader to recall both the embedded structures and the succeeding sentences.

Findings. The statistical tests supported the following findings: (1) There were no significant differences in the visual processing behaviors of competent adult readers on the sentence succeeding a left- and right-embedded structure in related discourse. (2) There were significant differences in the recall of left- and right-embedded structures in related discourse by competent adult readers. (3) There were no significant differences in the recall of the sentence succeeding left- and right-embedded structures in related discourse by competent adult readers. (4) There were no significant differences in the visual processing behaviors of competent adult readers and their recall of selected syntactic structures in related discourse.

Implications of the Study. The results of the study indicated the following: (1) An examination of the means for the visual processing behaviors of the sentence succeeding left- and right-embedded structures supports previous research on the cognitive processing of syntactic structures in related discourse. The means indicated that the sentence succeeding a left-embedded structure always presented the most processing difficulty. (2) The results of the study supported the position that difficulties in visual processing of text are a reflection of disruptions in cognitive processing. Bader, Pearce, and Thompson (1980) demonstrated the effects of left-embedded sentences on visual processing behavior, and the present study demonstrated the effects of left-embedded sentences on recall performance. (3) The results of the study support the view that the competent reader can alter visual processing behaviors to accommodate cognitive processing acts. (4) An examination of the means and confidence intervals for the visual processing behaviors and recall scores supports the information processing theory of reading. Competent readers with good recall ability were flexible and adaptive to the demands of the text.

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